

Chapter 2: Personality and Person–Environment Fit

Test Bank

Multiple Choice

1. Regularities in feeling, thought and action that are characteristic of an individual: this is the definition of _____.

- A. attitude
- B. emotion
- C. behavior
- D. personality

Ans: D

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Knowledge

Answer Location: What is Personality?

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

2. Kristi is a new manager and she wants to successfully grasp how individual differences affect organizational behavior. She should be able to understand _____.

- A. her own personality only
- B. others' personalities only
- C. both her own personality and the personalities of others
- D. neither her own personality nor the personalities of others

Ans: C

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Application

Answer Location: What is Personality?

Difficulty Level: Medium

AACSB: Leading in organizational situations

3. Personality is _____.

- A. constantly changing
- B. relatively stable
- C. unable to change at all
- D. unimportant to organizational behavior

Ans: B

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Comprehension

Answer Location: What is Personality?

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

4. Why is understanding personality important to organizational behavior?

- A. Personality is easily influenced by intervention efforts.
- B. Personality is linked to organizational outcomes.
- C. Personality affects work habits.
- D. Personality affects how individuals act outside the organization.

Ans: C

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Analysis

Answer Location: What is Personality?

Difficulty Level: Hard

AACSB: Leading in organizational situations

5. Which of the following is not generally impacted by managerial intervention?

- A. job attitudes
- B. personality
- C. work life balance
- D. work relationships

Ans: B

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Comprehension

Answer Location: What is Personality?

Difficulty Level: Medium

AACSB: Leading in organizational situations

6. According to the Minnesota twin studies, what percentage of occupational choice is due to heredity?

- A. 0%
- B. 30%
- C. 50%
- D. 80%

Ans: C

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Knowledge

Answer Location: The Role of Heredity

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

7. According to the Minnesota twin studies, what percentage of variance in values related to work motivation is related to heredity?

- A. 100%

B. 80%

C. 60%

D. 40%

Ans: D

Learning Objective: 2-1: Define personality, and discuss the role of heredity

Cognitive Domain: Knowledge

Answer Location: The Role of Heredity

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

8. Alexis is a manager who is having difficulty with a subordinate Tim's personality. Alexis should _____.

A. try to change Tim's personality

B. try to change her own personality

C. try to understand how different personalities operate at work

D. do nothing

Ans: C

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Application

Answer Location: What is Personality?

Difficulty Level: Medium

AACSB: Leading in organizational situations

9. The personality test most often administered to the nonpsychiatric populations is _____.

A. Big 5

B. Myers–Briggs type indicator (MBTI)

C. Type ABCD theory

D. psychological capital

Ans: B

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Knowledge

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

10. According to the Myers–Briggs type indicator (MBTI), which of the following personality characteristics is related to whether individuals are outgoing or shy?

A. introversion/extraversion

B. sensing/intuition

C. thinking/feeling

D. judging/perceiving

Ans: A

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Comprehension

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

11. According to the Myers–Briggs type indicator (MBTI), which of the following personality characteristics is related to being practical or “idea people”?

A. introversion/extraversion

B. sensing/intuition

C. thinking/feeling

D. judging/perceiving

Ans: B

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Comprehension

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

12. According to the Myers–Briggs type indicator (MBTI), which of the following personality characteristics is related to using logic or emotion?

A. introversion/extraversion

B. sensing/intuition

C. thinking/feeling

D. judging/perceiving

Ans: C

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Comprehension

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

13. According to the Myers–Briggs type indicator (MBTI), which of the following personality characteristics is related to making quick decisions or being flexible?

A. introversion/extraversion

B. sensing/intuition

C. thinking/feeling

D. judging/perceiving

Ans: D

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Comprehension

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

14. One primary value of the Myers–Briggs type indicator (MBTI) is that it _____.

- A. is highly reliable
- B. is valid for deciding who to hire
- C. enables people to discuss personality in organizations
- D. is easy to make value judgments

Ans: C

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Comprehension

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Hard

AACSB: Leading in organizational situations

15. Which of the following is a limitation of the Myers–Briggs type indicator (MBTI)?

- A. research support for its reliability
- B. hardly ever used in organizations
- C. difficulty in analyzing the results
- D. limited availability

Ans: A

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Analysis

Answer Location: Limitations of the Myers–Briggs Type Indicator

Difficulty Level: Easy

AACSB: Leading in organizational situations

16. The best uses for Myers–Briggs type indicator (MBTI) in organizations seems to be for _____.

- A. judging which trait makes the best employee
- B. conflict resolution and team building
- C. providing leaders with the knowledge they need to pick the best team
- D. labeling employees

Ans: B

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Analysis

Answer Location: How the Myers–Briggs Type Indicator Is Used in Organizations

Difficulty Level: Medium

AACSB: Leading in organizational situations

17. Which of the following Big 5 personality traits describes a willingness to embrace new ideas and situations?

- A. openness
- B. conscientiousness
- C. extraversion
- D. agreeableness

Ans: A

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Comprehension

Answer Location: The Big Five

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

18. Which of the following Big 5 personality traits describes a person who follows through and gets things done?

- A. openness
- B. conscientiousness
- C. extraversion
- D. agreeableness

Ans: B

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Knowledge

Answer Location: The Big Five

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

19. Which of the following Big 5 personality traits describes a person who is outgoing, talkative, and sociable as well as enjoys social situations?

- A. openness
- B. neuroticism
- C. extraversion
- D. agreeableness

Ans: C

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Knowledge

Answer Location: The Big Five

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

20. Which of the following Big 5 personality traits describes being a nice person in general?

- A. openness

- B. neuroticism
- C. extraversion
- D. agreeableness

Ans: D

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Knowledge

Answer Location: The Big Five

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

21. Which of the following Big 5 personality traits describes a tendency to be anxious or moody?

- A. openness
- B. conscientiousness
- C. neuroticism
- D. agreeableness

Ans: C

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Knowledge

Answer Location: The Big Five

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

22. Mary wants to know which of the Big 5 personality traits has been shown to best predict job performance in general. Which characteristic should she look for?

- A. openness
- B. conscientiousness
- C. agreeableness
- D. neuroticism

Ans: B

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Application

Answer Location: The Big Five

Difficulty Level: Medium

AACSB: Leading in organizational situations

23. Victoria is a new sales manager and wants to know which Big 5 personality trait has been shown to be beneficial for sales performance?

- A. extraversion
- B. agreeableness
- C. neuroticism
- D. openness

Ans: A

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Application

Answer Location: The Big Five

Difficulty Level: Medium

AACSB: Leading in organizational situations

24. People exhibiting impulsivity and thrill seeking combined with low empathy and anxiety are sometimes referred to as _____.

A. risk takers

B. risk takers

C. psychopaths

D. high Mach

Ans: C

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Machiavellianism

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

25. Individuals believe that other people can be manipulated, and that it is permissible to do so to reach their goals are sometimes referred to as _____.

A. risk takers

B. narcissistic

C. psychopaths

D. high Mach

Ans: D

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Machiavellianism

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

26. People who can appear charming or pleasant in the short term, but in the long term they have difficulty trusting others and fail to develop effective working relationships are commonly referred to as _____.

A. risk takers

B. narcissistic

C. psychopaths

D. high Mach

Ans: B

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Machiavellianism

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

27. One component of the Dark Triad is _____.

- A. neuroticism
- B. self-monitoring
- C. risk taking
- D. Machiavellianism

Ans: D

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Machiavellianism

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

28. A personality trait defined as “any purposive activity that entails novelty or danger sufficient to create anxiety in most people” is called _____.

- A. conscientiousness
- B. risk taking
- C. neuroticism
- D. agreeableness

Ans: B

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Risk Taking

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

29. People who seem good at self-observation and self-control guided by situational cues to social appropriateness are often referred to as _____.

- A. risk takers
- B. psychopaths
- C. high Mach
- D. high self-monitors

Ans: D

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Self-Monitoring

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

30. *Trait-like* implies that a personality characteristic is relatively _____.

- A. stable over time
- B. malleable over time
- C. high self-monitoring
- D. state-like over time

Ans: A

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Risk Taking

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

31. If Yun has been exhibiting behaviors of narcissism, Machiavellianism, and psychopathy, she would be showing signs of _____.

- A. high Mach
- B. low self-monitoring
- C. dark triad
- D. low self-esteem

Ans: C

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Knowledge

Answer Location: Machiavellianism

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

32. Which of the following personality types in the Type ABCD personality theory has been shown to be linked with heart disease?

- A. Type B
- B. Type A
- C. Type D
- D. Type C

Ans: B

Learning Objective: 2-4: Compare and contrast the Type A and Type B behavior pattern.

Cognitive Domain: Application

Answer Location: Personality Traits and Health Research

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

33. In the Type ABCD personality theory, which type is more relaxed and easygoing?

- A. Type C
- B. Type A
- C. Type B
- D. Type D

Ans: C

Learning Objective: 2-4: Compare and contrast the Type A and Type B behavior pattern.

Cognitive Domain: Comprehension

Answer Location: Personality Traits and Health Research

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

34. In the Type ABCD personality theory, which type is nice, self-sacrificing, and compliant as well as trying to appease others?

- A. Type B
- B. Type D
- C. Type A
- D. Type C

Ans: D

Learning Objective: 2-4: Compare and contrast the Type A and Type B behavior pattern.

Cognitive Domain: Comprehension

Answer Location: Personality Traits and Health Research

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

35. In the Type ABCD personality theory, this type is a combination of negative affect and social inhibition.

- A. Type B
- B. Type C
- C. Type D
- D. Type A

Ans: C

Learning Objective: 2-4: Compare and contrast the Type A and Type B behavior pattern.

Cognitive Domain: Comprehension

Answer Location: Personality Traits and Health Research

Difficulty Level: Easy

AACSB: Integrating knowledge across fields

36. Sally wants to use a personality measure to assess the potential health consequences in her work group. Which measure has the most empirical support in this regard?

- A. Myers–Briggs type indicator
- B. Type ABCD theory

- C. Big 5
- D. Psychological capital

Ans: B

Learning Objective: 2-4: Compare and contrast the Type A and Type B behavior pattern.

Cognitive Domain: Application

Answer Location: Personality Traits and Health Research

Difficulty Level: Medium

AACSB: Leading in organizational situations

37. Frank is concerned about the potential health consequences related to the personality traits of his employees. He can do which of the following to offset the detrimental effects of personality on the health of his employees?

- A. provide social support from friends, family, and coworkers
- B. hang on to stress
- C. increase psychological risk factors
- D. work longer hours

Ans: A

Learning Objective: 2-4: Compare and contrast the Type A and Type B behavior pattern.

Cognitive Domain: Application

Answer Location: Personality Traits and Health Research

Difficulty Level: Easy

AACSB: Leading in organizational situations

38. Psychological capital is an emerging area of study that shows personal characteristics are _____.

- A. trait-like
- B. open to change
- C. unchanging
- D. within the negative psychology movement

Ans: B

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Analysis

Answer Location: Psychological Capital

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

39. Which of the following is a psychological capital characteristic?

- A. dreams
- B. efficiency
- C. financial health
- D. resiliency

Ans: D

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Knowledge

Answer Location: Psychological Capital

Difficulty Level: Easy

AACSB: Integrating knowledge across fields

40. Which of the following characteristics of psychological capital is a person's belief that they have the ability to execute a specific task in a given context?

A. hope

B. optimism

C. resiliency

D. efficacy

Ans: D

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Comprehension

Answer Location: Psychological Capital

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

41. Which of the following characteristics of psychological capital is a positive outcome outlook or attribution of events, which includes positive emotions and motivation?

A. hope

B. resiliency

C. optimism

D. efficacy

Ans: C

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Comprehension

Answer Location: Psychological Capital

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

42. Which of the following characteristics of psychological capital refers to the will to succeed and the ability to identify and pursue the path to success?

A. resiliency

B. hope

C. efficacy

D. optimism

Ans: B

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Comprehension

Answer Location: Psychological Capital

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

43. Which of the following characteristics of psychological capital is coping in the face of risk or adversity, the ability to “bounce back” after a setback?

- A. resiliency
- B. hope
- C. optimism
- D. efficacy

Ans: A

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Comprehension

Answer Location: Psychological Capital

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

44. What is one of the outcomes we know about psychological capital?

- A. predicts job performance
- B. can increase stress
- C. predicts wage increases
- D. increases work-life balance

Ans: A

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Comprehension

Answer Location: Best Practices: Can psychological capital be acquired through training?

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

45. Andrea has been reading about psychological capital. Which of the following can she expect through implementing an effective psychological capital training program?

- A. reduced performance
- B. lower satisfaction.
- C. empowerment and engagement
- D. improved work-life balance

Ans: C

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Application

Answer Location: Psychological Capital

Difficulty Level: Medium

AACSB: Leading in organizational situations

46. The fundamental premises that individuals hold about themselves and their functioning in the world are known as _____.

- A. psychological capital
- B. self-efficacy
- C. high Mach
- D. core self-evaluations

Ans: D

Learning Objective: 2-7: Explain the effects of positive and negative core self-evaluations.

Cognitive Domain: Comprehension

Answer Location: Core Self-Evaluations

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

47. People who have a high core self-evaluation see themselves as _____.

A. competent and in control

B. neurotic

C. low Mach

D. narcissistic

Ans: A

Learning Objective: 2-7: Explain the effects of positive and negative core self-evaluations.

Cognitive Domain: Comprehension

Answer Location: Core Self-Evaluations

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

48. Core self-evaluations have also been related to _____.

A. job satisfaction

B. high Mach

C. conscientiousness

D. narcissism

Ans: A

Learning Objective: 2-7: Explain the effects of positive and negative core self-evaluations.

Cognitive Domain: Comprehension

Answer Location: Core Self-Evaluations

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

49. The evidence on core self-evaluations shows that your concept of self-worth will likely translate into _____.

A. narcissism

B. risk-taking

C. net worth

D. stress

Ans: C

Learning Objective: 2-7: Explain the effects of positive and negative core self-evaluations.

Cognitive Domain: Comprehension

Answer Location: Core Self-Evaluations

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

50. Research on Person–Environment (PE) fit has shown that when an individual’s personality is aligned with their environment it results in _____.

- A. reduced job satisfaction
- B. increased organizational commitment
- C. poor performance on the job
- D. low self-esteem

Ans: B

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Environment Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

51. Employees that fit their work environment are likely to _____.

- A. not be happy
- B. not quit
- C. not be committed
- D. not be satisfied

Ans: B

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Environment Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

52. One of the types of Person–Environment fit is _____.

- A. person–organization fit
- B. person–team fit
- C. person–supervisor fit
- D. person–benefits fit

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Environment Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

53. One of the types of Person–Environment fit is _____.

- A. person–job fit

- B. person–team fit
- C. person–supervisor fit
- D. person–benefits fit

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Environment Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

54. Companies seeking applicants that embrace their organizational culture and values are looking for good _____.

- A. person–job fit
- B. person–team fit
- C. person–supervisor fit
- D. person–organization fit

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Organization Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

55. Which of the following is the key component in explaining the positive outcomes of good PO fit _____.

- A. better communication among employees
- B. increased predictability
- C. interpersonal attraction
- D. trust in the organization

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Organization Fit

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

56. Person–environment fit is multi-dimensional and employees want to feel that they have a job that fits their personality. This is known as _____.

- A. person–team fit
- B. person–supervisor fit
- C. person–organization fit
- D. person–job (PJ) fit

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Organization Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

57. Good person–job (PJ) Fit occurs when job characteristics are aligned with an employee's _____.

A. motivations

B. emotions

C. high Mach

D. moods

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

58. Person–job (PJ) Fit is also important as it relates to the employee's fit with _____.

A. the CEO

B. the organization

C. the supervisor

D. the organization's benefits

Ans: C

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

59. Person–job fit includes demands–abilities (DA) fit, which refers to the compatibility between the demands of the job and the employee's _____.

A. employee's knowledge

B. employee's loyalty to the organization

C. employee's fit with the supervisor

D. employee's fit with the team

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

60. Person–job fit includes needs–supplies (NS) fit, which refers to the extent to which the job supplies the employee a _____.

A. sense of knowledge acquisition

B. sense of skill acquisition

C. sense of accomplishment

D. sense of meaning in their work

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

61. John Holland’s personality-job fit theory assesses how many personality characteristics?

A. five

B. eight

C. ten

D. six

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

62. Holland worked to discover different personality types and then match these types to _____.

A. personality-team fit

B. personality-occupation fit

C. personality-organization fit

D. personality-job fit

Ans: B

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

63. The RIASEC model includes which personality type?

- A. agreeableness
- B. extraversion
- C. conscientiousness
- D. investigative

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

64. According to RIASEC model, if you want to hire an employee that will get things done, you are probably looking for someone whose personality type is more _____.

- A. realistic
- B. artistic
- C. social
- D. conventional

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Hard

AACSB: Leading in organizational situations

65. Using the RIASEC model, if you want to hire an employee with imagination, you are probably looking for someone whose personality type is more _____.

- A. realistic
- B. artistic
- C. social
- D. conventional

Ans: B

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Hard

AACSB: Leading in organizational situations

66. Dre is looking forward to starting his own business. According to RIASEC, the personality type that will probably be most helpful for him to possess is _____.

- A. realistic

- B. artistic
- C. enterprising
- D. conventional

Ans: C

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Leading in organizational situations

67. Lauren is going to hire an accountant for her company. She will be administering the Holland Vocational Preference Inventory and will probably be looking for an applicant that scores high in _____.

- A. conventional
- B. enterprising
- C. artistic
- D. social

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Leading in organizational situations

68. Dylan is thinking about going into teaching, and the career services office at her university uses the RIASEC Vocational Preference Inventory survey. Dylan will probably want to find that she scores high in which personality type?

- A. conventional
- B. enterprising
- C. artistic
- D. social

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

69. Research has found that when personality is aligned with the work that we do, it increases our _____.

- A. motivation
- B. job satisfaction

- C. person–organization fit
- D. turnover intentions

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Job Fit

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

70. As a leader, it is important to know that in general, personality traits are _____.

- A. relatively changeable
- B. relatively stable
- C. relatively not associated with organizational outcomes
- D. relatively not associated with job performance

Ans: B

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

71. Something a leader can do to make better hiring decisions is to _____.

- A. examine each applicant's personality type
- B. work to find applicants with a similar personality to themselves
- C. implement personality training programs
- D. decide to mentor the new employee to change their personality

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

72. All leaders want followers who are _____.

- A. agreeable and conscientious
- B. agreeable and extroverted
- C. conscientious and neurotic
- D. high Mach and extroverted

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

73. Leaders choosing employees who may engage in bullying, explode at work, throw tantrums, and yell have probably chosen employees exhibiting personalities outlined in _____.

A. RIASEC

B. The Big Five

C. The Dark Triad

D. The MBTI

Ans: C

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

74. Which type personality might cause problems in the workplace for a leader?

A. Type A

B. Type B

C. Type C

D. Type D

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

75. When a leader is faced with a difficult personality behaving inappropriately at work, which technique might help neutralize the situation?

A. confronting the employee

B. asking the employee for a solution

C. yelling loudly at the employee

D. being physically aggressive

Ans: B

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

76. After handling an employee outburst, the leader should _____.

- A. walk away and forget about it
- B. call the other employees together and tell them the behavior will not be tolerated
- C. question their own behaviors and the environment they have created
- D. fire the employee immediately

Ans: C

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

77. The situation most likely to lead to an angry employee outburst is _____.

- A. lack of job satisfaction
- B. lack of motivation
- C. lack of personality-job fit
- D. lack of communication

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

78. An excellent way to avoid difficult employee's outbursts in the future is to _____.

- A. bond with that employee
- B. try to change their personality
- C. ask others in the office to not annoy that employee
- D. ask questions and think critically about the answers

Ans: D

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

79. An essential characteristic for leadership effectiveness is _____.

- A. understanding personality differences
- B. getting to know all of the employees on a personal level
- C. making each employee happy
- D. reducing employee workload

Ans: A

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

80. As a leader, it is important to _____.

- A. keep a consistent leadership style with all employees
- B. assess the personality traits of your followers, coworkers, and boss
- C. ignore negative employee behaviors until they go away
- D. deal aggressively with problem employees

Ans: B

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

81. If an employee has a difficult personality, it is the leader's job to _____.

- A. ignore the employee's negative behaviors until they go away
- B. deal aggressively with problem employees
- C. be prepared to effectively disarm volatile situations
- D. warn other employees about the difficult person

Ans: C

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Leadership Implications: Understanding Others

Difficulty Level: Medium

AACSB: Leading in organizational situations

True/False

1. Personality is relatively stable over the life course of an individual.

Ans: T

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Knowledge

Answer Location: What is Personality?

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

2. Individual differences are easily changed by management interventions.

Ans: F

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Comprehension

Answer Location: What is Personality?

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

3. The Myers–Briggs type indicator (MBTI) is the most often administered personality test to nonpsychiatric populations.

Ans: T

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Knowledge

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

4. Using the Myers–Briggs type indicator (MBTI) will put individuals into one of five dominant personality types.

Ans: F

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Knowledge

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

5. Some labels in the Myers–Briggs type indicator (MBTI) are better than others.

Ans: F

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Comprehension

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

6. The opposite of neuroticism is emotional stability.

Ans: T

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Knowledge

Answer Location: Myers–Briggs Type Indicator

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

7. If an individual's personal characteristics are described as state-like then they are generally unchangeable.

Ans: F

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking

Cognitive Domain: Comprehension

Answer Location: Risk taking

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

8. High self-monitoring always produces positive outcomes

Ans: F

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking

Cognitive Domain: Knowledge

Answer Location: Self-Monitoring

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

9. High core self-evaluations lead to a series of positive personal and organizational outcomes.

Ans: T

Learning Objective: 2.7: Explain the effects of positive and negative core self-evaluations.

Cognitive Domain: Knowledge

Answer Location: Core Self-Evaluations

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

10. PO fit is often considered in the context of recruiting employees who will "fit in" with the organizational culture.

Ans: T

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Comprehension

Answer Location: Person–Environment Fit

Difficulty Level: Medium

AACSB: Leading in organization situations

Essay

1. Explain why personality traits of founders may not allow them to adjust to requirements of leading others.

Ans: Varies. As organizations grow and change, the role of the founders should adjust as well. The personality traits of entrepreneurs and business founders are not always in line with the organizational needs to lead, motivate, and communicate with others. A growing organization may need a different leadership skill set depending on

organizational size and complexities. Eighty percentage of founders are not able to make the adjustment. An understanding of individual differences is essential for leaders. Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Analysis

Answer location: The Right Stuff at the Wrong Time?

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

2. Describe the strengths and weaknesses of using the Myers–Briggs type indicator (MBTI).

Ans: Strengths: The Myers–Briggs type indicator (MBTI) is the most popular personality test in use in organizations. Over 2 million people take it every year. It is a popular approach in many organizations' leadership training and development programs.

Weaknesses: There is limited research support for the reliability and validity of the MBTI. If you take the test again, you may not receive the same score, and the matter of whether people are actually classifiable into the 16 categories is questionable. It has not been validated for selection purposes.

Learning Objective: 2-2: Discuss the benefits and limitations of using the Myers–Briggs Type Indicator in organizations.

Cognitive Domain: Analysis

Answer Location: How the Myers–Briggs Type Indicator is used in organizations

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

3. Explain the fairness of using personality tests for selection of new employees.

Ans: Varies, but may include employees may fake answers on personality test to fit in with what they think the employer might want for the position. Personality tests are not always the best fit for selection purposes (e.g., MBTI). Just because a personality has shown a relationship with job types does not mean that other personalities characteristics can override the deficient trait (e.g., introverts may still be good sales people if highly conscientious, agreeable, and open to new ideas). There is no one-size-fits-all personality for job types.

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Analysis

Answer Location: The Big Five

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

4. Describe each of The Big Five traits.

Ans: Openness is a person's willingness to embrace new ideas and new situations.

Conscientiousness represents the characteristic of being a person who follows through and gets things done. Extraversion is a trait of a person who is outgoing, talkative, and sociable as well as enjoys social situations. Agreeableness is being a nice person in

general. Finally, neuroticism represents a tendency to be anxious or moody (this trait is often referred to by its opposite: emotional stability).

Learning Objective: 2-3: List and explain the five factors in the Big Five theory of personality.

Cognitive Domain: Analysis

Answer Location: The Big Five

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

5. Describe the four types of personalities and some characteristics of each.

Ans: Study respondents were then classified into one of three groups: Type A (competitive, aggressive), Type B (relaxed, easygoing), or Type C (nice, hardworking, people who try to appease others). By the end of this long-term study, 70% of the men who were classified as Type A had coronary heart disease. This study had several limitations including that it was only conducted on men who were middle-aged, and the researchers didn't take into account other factors such as the dietary habits of the study participants. However, this study generated media interest and led to additional research. A review of this research indicated that there is an association between Type A behavior (particularly hostility) and heart disease. Examples of hostility-related questions are "Do you get irritated easily?" and "Are you bossy and domineering?" And research has shown that the Type A behavior pattern (i.e., "stress energized") is exhibited in samples of women also. More recently, researchers have discussed an additional personality type and its relationship to health risks: the Type D personality. The Type D, also called the distressed personality, is a combination of negative affect ("I feel unhappy") and social inhibition ("I am unable to express myself"). Research indicated that the rates of recovery were lower for coronary heart disease patients with Type D personality. A review of 10 studies of Type D personality concluded that "Type D patients are also at increased risk for psychological distress, psychosocial risk factors, impaired quality of life, and seem to benefit less from medical and invasive treatment." Thus, while research on personality and health risk continues, there seems to be a clear association between certain personality traits and higher risk of disease, suppressed immune system functioning, and slower recovery from illnesses.

Learning Objective: 2-4: Compare and contrast the Type A and Type B behavior pattern.

Cognitive Domain: Analysis

Answer Location: Personality Traits and Health Research

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

6. Are leaders born or made?

Ans: Varies. There are arguments on both sides of the issue. Research suggests genetic factors contribute as much as 40% to the explanation of transformational leadership (meaning 60%+ may come from other factors such as experience/training). Many people believe that transformational leadership can be learned. Experimental research has shown that leaders can be trained to exhibit charismatic behaviors. The

best thinking at present is that it is most likely a combination of inborn and learned behavior.

Learning Objective: 2-1: Define personality, and discuss the role of heredity.

Cognitive Domain: Analysis

Answer Location: Research in Action

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

7. Compare and contrast the characteristics of each part of the Dark Triad and their outcomes.

Ans: Varies but should include parts of the following: The Dark Triad is comprised of Machiavellianism, Narcissism, and Psychopathy. Narcissism is the expression of grandiosity, entitlement, dominance, and superiority. Narcissists can therefore appear charming or pleasant in the short term but in the long term, they have difficulty trusting others and fail to develop effective working relationships. Psychopathy has been described as impulsivity and thrill seeking combined with low empathy and anxiety. Such individuals lack feelings of guilt, are impulsive, and seek immediate gratification of their needs. A study of Dark Triad personality and the exercise of power at work found that Psychopathy and Machiavellianism were associated the use of hard tactics such as threats and manipulation. However, Machiavellianism and narcissism were related to reliance on soft tactics such as charm, ingratiation, and giving compliments. This study also found that The Dark Triad pattern results in men using hard tactics (being forceful) than women. You might be wondering if such toxic employees or “bad guys” win at work. A study of 793 employees in their early careers found that narcissism was positively related to salary, Machiavellianism was positively related to leadership position and career satisfaction; however, psychopathy was negatively related to all career outcomes. Thus, The Dark Triad as a combination did not predict career satisfaction and success but individual traits may have a relationship to higher salary.

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking.

Cognitive Domain: Analysis

Answer Location: Other Relevant Personality Traits

Difficulty Level: Hard

AACSB: Integrating knowledge across fields

8. Develop an example of a job that would benefit from risk-taking.

Ans: Varies but would include rock climbers are an example of people who assume the physical aspect of risk-taking. Firemen can be considered risk-takers that are both social and physical because they risk physical harm but it is to help others so it has a social component. Entrepreneurs can be considered social risk-takers but not physical. Entrepreneurs have been found to have a higher risk-taking propensity than general managers. Moreover, there are larger differences between entrepreneurs whose primary goal is venture growth versus those whose focus is on producing family income. Risk-taking has been examined in the general population and across cultures and the evidence is interesting. Survey data from 77 countries (147,118 respondents) suggest

that risk-taking declines across the life span--as we get older, we take fewer risks. However, there are differences across countries. In countries in which hardship (e.g., social unrest and economic strife) exists, risk does not decline as the people get older. These findings suggest that when resources are scarce, people must continue to assume risk to compete for resources, so risk-taking does not decline as they age.

Learning Objective: 2-5: Develop an example of a job that would benefit from risk taking
Cognitive Domain: Analysis
Answer Location: Risk taking
Difficulty Level: Medium
AACSB: Thinking creatively

9. Describe the elements of psychological capital and their related outcomes.

Ans: Answer should include parts of the following:

Psychological capital (PsyCap) has been shown to be positively related to employee empowerment and engagement. Fred Luthans and his colleagues have articulated a four-part explanation of PsyCap. Just like we have financial capital, these state-like qualities represent the *value of individual differences* at the workplace. In other words, PsyCap is more than “what you know” or “who you know.” It is focused on “who you are” and “who you are becoming.” These four characteristics are as follows:

Efficacy--a person’s belief that they have the ability to execute a specific task in a given context.

Optimism--a positive outcome outlook or attribution of events, which includes positive emotions and motivation.

Hope--the *will* to succeed and the ability to identify and pursue the *path* to success.

Resiliency--coping in the face of risk or adversity; the ability to “bounce back” after a setback.

Learning Objective: 2-6: Summarize the elements of psychological capital.

Cognitive Domain: Analysis

Answer Location: Psychological Capital

Difficulty Level: Medium

AACSB: Integrating knowledge across fields

10. Compare and contrast person–organization fit and person–job fit.

Ans: Should include parts of the following:

There are different forms of how a person fits into their work environment and two types of PE fit are important: person–organization (PO) fit, which is the match between the person and the organization and person–job (PJ) fit, which is the match between the person and the job.

Person–organization (PO) fit is viewed as the match between a person’s individual values and those of the organization they work for. PO fit is often considered in the context of recruiting employees who will “fit in” with the organizational culture.

Organizations seek applicants that embrace their organizational culture and values. Job candidates are interested in working for an organization that has values similar to their own. This is because people are attracted to and trust others that they view as being similar to themselves. Good fit is the result of better communication among employees,

increased predictability, interpersonal attraction, and trust in the organization, with trust being the key component that explains the positive outcomes of PO fit. Research evidence shows that good PO fit is positively related to job satisfaction, organizational commitment and job performance. Employees feel a sense of psychological ownership for their work because they feel a sense of belonging and experience the organization as a place that makes them feel comfortable, positive, and safe. Also, employees that feel they fit well with the values of the organization are also less likely to quit.

Good person–job (PJ) fit occurs when job characteristics are aligned with employees' personality, motivations, and abilities. The concept of PJ fit also includes the fit with the work group and the supervisor. PJ fit is comprised of two forms. The first is demands–abilities (DA) fit, which refers to the compatibility between the employee's knowledge, skills, and abilities, and the demands of the job. In other words, the job characteristics are neither too easy nor too difficult for the abilities of the employee; they match. The second type of fit refers to the extent to which the job supplies the employee's needs and is therefore called needs–supplies (NS) fit. This form of PJ fit addresses whether the job fulfills the employee's needs for interesting work and a sense of meaning in their work.

Learning Objective: 2-8: Compare and contrast person–organization fit and person–job fit.

Cognitive Domain: Analysis

Answer Location: Person–Environment Fit

Difficulty Level: Hard

AACSB: Integrating knowledge across fields